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ABSTRACT

The overall goal of the Master of Arts-Classroom Teaching (MA-CT) degree program at Michigan State University is to enable classroom teachers to demonstrate the knowledge, commitment, and ability to improve teaching effectiveness through self-sustained professional growth throughout their careers. An individualized plan of study is developed for each participant that reflects the professional needs and interests of the individual in terms of the specific classroom context and the diverse student needs with which the teacher works. The MA-CT core courses: Classroom Analysis, Instructional Development, and Classroom Synthesis, offer participants an opportunity to explore the world of educational research regarding effective learning, teaching, and schooling, diverse learner and community needs, classroom practices, and issues surrounding teaching as a profession. The evaluation instrument presented in this document was developed to provide an in-depth assessment of the MA-CT program. A prefatory explanation is provided of the research and evaluation questions to be investigated, the treatment to be investigated, the specific subjects evaluated, and data collection procedures. A three-page bibliography and a copy of the evaluation questionnaire are appended. (JD)

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MASTER OF ARTS--CLASSROOM TEACHING (MA-CT)

PROGRAM RESEARCH & EVALUATION PLAN

Joanne M. Simmons

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MASTER OF ARTS - CLASSROOM TEACHING (MA-CT)

PROGRAM RESEARCH & EVALUATION PLAN

10/21/84
Joanne M. Simmons

A long process of program and course revision by the MA-CT core course faculty has been undertaken in an effort to (1) develop greater shared understanding and background among the faculty regarding core course purposes and content, (2) to strengthen the theory and research-base of the program and core courses, and (3) to modify the curriculum to include a more infused emphasis on educational equity for all students as one of the major goals of teaching and schooling today. The major elements of this process have been:

fall 1981 - fall 1982: self-study Task Force
fall 1982 - winter 1983: faculty development through Women's Equity Act Program grant
winter 1983 - spring 1983: revision of program goals and core course syllabi
fall 1983 - spring 1984: TE 870: Classroom Analysis faculty development and planning
fall 1984 - present: TE 871: Instructional Development and TE 872: Classroom Synthesis faculty development and planning

At this point, the core course faculty has agreed to begin designing a comprehensive program research/evaluation plan which could provide opportunities for various questions related to staff development processes and outcomes to be explored. Because a team of MA-CT faculty is involved and a distinct although parallel program evaluation effort is underway with the MSU alternative undergraduate teacher education programs, it is hoped that a set of interrelated research studies can be undertaken which would provide insights concerning classroom teachers' professional development over time.

This draft has been prepared to stimulate this planning process, and it is, therefore, being sent to the following people for initial reaction and discussion:

MA-CT core course faculty---Jim Anderson, Ed Andrews, Banks Bradley, Judd Field, Wilma Gillespie, Roger Neimeyer, John Phillips, Roy Wesselman
Don Freeman---MSU-COE Office of Program Evaluation
Henrietta Barnes---department chairperson
Cass Book---assistant dean for teacher education
interested others---Georgea Mohlman Sparks
Maggie Lampert
Charles Jackson

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10/21/84
Joanne M. Simmons

MASTER OF ARTS - CLASSROOM TEACHING (MA-CT)

PROGRAM RESEARCH & EVALUATION PLAN

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INTRODUCTION

Rationale for the Study. A review of the relevant literature and practice in the area of teacher education program evaluation (Adams & Craig, 1983; Adams, Craig, Hord, & Hall, 1981; Hord & Adams, 1981; Hord & Hall, 1978; Hord, Savage, & Bethal, 1982; Simmons, 1980, 1982) indicates that reported studies are few in number and that they make only limited use of the latest and most promising methodological advances from the fields of program evaluation and research. In addition, the frequent lack of clarity about teacher education program goals, processes, and desired outcomes as well as typical measurement difficulties and the cost of carrying out program research/evaluation studies are other important impediments to progress in this complex area. It does not appear that the rationale and procedures for conducting such studies have been either sufficiently known, appreciated, or used by teacher educators on any widespread or systematic basis (Hall & Hord, 1984).

An even more serious critique of many teacher education research/evaluation efforts in the past focuses on the sometimes limited, essentially atheoretical, and/or trivial nature of many of these studies. Three perspectives from related field converge to underscore this point. The lack of an adequate and widely accepted theoretical and research base for teacher education programs as they are operated today is a view which is more and more frequently heard (e.g. Hall & Hord, 1981; Lanier, 1984). At the same time, in the fields of program evaluation (e.g. Stufflebeam, 1969) and curriculum theory (e.g. Apple & King, 1977), we find people questioning the adequacy of any exclusively product or goal-oriented approach to program research/evaluation which does not also inquire about the multidimensional context and process as well as any unintended outcomes of the program being studied.

The most widely cited authors of recent reviews of research on inservice teacher education programs are Joyce and Showers (1980, 1983). The studies which are available for their review tend to view teacher improvement simply as observable behavior changes. One of the principal messages from their reviews is that, although teachers can learn to display new teaching practices "on call", the central problem and challenge remains in terms of the ultimate meaning of the word, "transfer", i.e. in teachers knowing when and how to use the new practices appropriately for different students, settings, and curriculum goal structures. These are more complex goals and processes which have been notably lacking in traditional inservice teacher education programs and research/evaluation efforts.

This gradually emerging shift in thinking about the relationship of developing and operating teacher education programs and of program research/evaluation efforts has occurred at the same time that increased attention is being given to the conditions thought to be necessary for truly professional practice in education. These conditions include an improved knowledge base for practice, a life-long view of the need for self-directed professional development, and changes in workplace conditions to allow for increased autonomy and respect for professional decision-making (Howsam, 1982; Lanier, 1982).

From these perspectives, then, it becomes both essential and challenging to develop and investigate long-term professional development programs for classroom teachers which involve more complex goals, processes, and outcomes than have thus far been carried out in the more conventional, observable teacher behavior change type of inservice teacher education program effectiveness studies described above.

Such a perspective also underscores the need to acknowledge a broader view of qualitative as well as the more traditional quantitative procedures as appropriate methodology and for deeper consideration of how the development and research/evaluation of any particular inservice teacher education program can advance what is known about the professional development of classroom teachers across their career stages. This exciting (and ambitious!) view of teacher education program research/evaluation opportunities goes far beyond the NCATE general mandate (1979) for follow-up studies of our program graduates.

Focus of this Program Research/Evaluation Plan. The essentially exploratory and descriptive nature of the first stage of this MA-CT program research/evaluation plan is underscored by the equal attention being given to:

(1) checking for suitable congruence (fit) between overall program intentions (recorded program goal/objectives) and actual core course components (treatment);
(2) testing and refining appropriate data collection methodology; and
(3) describing actual changes which occur in program participants who experience the treatment.

The insights produced by such an investigation will rightfully be additional questions rather than firm answers. In this way, more complex understanding and questions should be generated about both (1) the impact on teachers of helping them to relate educational research and their own classroom practices and (2) the process of professional development for classroom teachers.

At this point, the research/evaluation plan is realistically limited to descriptively summarizing changes (if any) which occur in program participants on a pre-treatment/post-treatment/longitudinal post-treatment basis. Therefore, any participant changes which are found to occur must be interpreted as limited to being associated with, not caused by, participation in the program. Any subsequent plans to investigate quasi-experimental design program evaluation comparisons between participants and a matched group of non-participants must necessarily build on what is determined through this more naturalistic type of initial investigation.

This program research/evaluation effort has been designed to explore answers to specific questions in four thematic categories:

(1) what is the impact of this long-term, developmentally organized experience of reflectively analyzing participants' own classroom practices in light of educational research concerning effective learning/teaching/schooling?

(2) what changes occur in participants' own professional self-assessment and the criteria they use (i.e. their understanding of what is means to be an effective classroom teacher)?

(3) what changes occur in participants' individual and collaborative use of professional development opportunities and resources?

(4) what type of staff development processes and what contextual considerations are appropriate given the program goal of professionalizing classroom teachers?

This investigation, then, seeks to focus on better understanding (1) the relationship of research with classroom teaching and staff development practices, (2) changes which occur in the criteria and goals which classroom teachers identify for themselves through ongoing professional self-assessment of their practices,

(3) classroom teachers' use of individual and collaborative professional development opportunities, and (4) the process of staff development which has the professionalizing of classroom teachers as its goal.

Relationship of this Program and this Research/Evaluation Plan with Current Professional Literature. Conventional efforts to use educational research to improve instructional practices in the classroom have suffered from at least two shortcomings: (1) a simplistic view of regarding research as the source of solutions which should be literally applied to instructional problems in every setting, and (2) a victimization view of the classroom practitioner as needing remedial staff development and supervision.

Indeed, a close analysis of the language which is traditionally used reveals much about what has been described as a "top down" model of staff development and school improvement---e.g. research as the source of solutions, literal application of research findings in order to improve classroom practices, a deficiency-based (and guilt producing...) view of the teacher education process, school reform, theory into practice, and so forth. These efforts and attitudes have persisted despite the cautions expressed over the years by educational researchers and by philosophers (e.g. Buchman, 1984) concerning the difficulties and inappropriateness of attempting to directly relate research and particularly its findings with classroom practices.

More recently, this view of the relationship of educational research to instructional practices has begun to be questioned as the complexity of effective teaching, learning, schooling, and staff development programs has been more adequately investigated and acknowledged. This has been stimulated, in part, by the programmatic and political insights gained from the teacher center movement, the use of more sophisticated aptitude-treatment interaction (ATI) staff development research questions and methodology, and the lessons being learned from the literature on adult cognitive development and implementation of innovations.

Not that long ago, we tended to view successful implementation of a staff development program as one in which classroom teachers learned of research-based effective teaching practices and then achieved or maintained predetermined fidelity to that research-based model of teaching. With the insights provided by the Rand study (Berman & McLaughlin, 1976), however, we found that innovations were not really adopted mindlessly, but rather, the new practices were adapted to fit the particular setting. Teachers tinkered with new teaching practices they were learning until they discovered how they worked best for them. This process was called "mutual adaptation".

We have come to think of mutal adaptation as a way of describing changes in the things---i.e. the teacher's classroom practices or the innovation from research ---being adopted. But it isn't only these that change. More importantly, we are beginning to have evidence that it is the classroom teacher's thinking about certain instructional elements and about him/herself and the students that has changed (Oja, 1980; Simmons, 1984, 1985; Simmons & Sparks, 1985). This new

way of thinking about a previously unexamined phenomenon can be seen as what drives and interconnects a classroom teacher's efforts to experiment with new practices and to participate in collegial interaction with fellow educators concerning professional questions and practices. This type of desirable action and attitudes is like that described and analyzed by Little (1982).

A concurrent part of the staff development movement has been that of a clinical approach (e.g. Berliner, 1978; Glickman, 1981; Acheson & Gall, 1980) which views the goals of teacher education in a more developmental and teacher-empowering manner. Classroom actions of both teachers and learners are viewed as observable data which can be analyzed in relation to the classroom teacher's instructional concerns and goals and to research on effective teaching/learning processes. Engaging in such professional self-analysis of classroom teaching practices is seen as a productive and specific way of solving instructional problems (Schmuck, Chesler, & Lippett, 1966; Hopkins, 1982) and of becoming self-directing about own's own professional development (Flanders, 1970).

In an indirectly related effort, other researchers and staff developers have been focusing on better understanding and trying to influence teachers' level of cognitive development (e.g. Oja, 1980, Oja & Pine, 1983) and teachers' sense of their own efficacy in the classroom (e.g. Ashton, 1984; Ashton & Webb, 1982; Guskey, 1981).

All of this background leads us to wonder if little lasting improvement in actual classroom teaching practices can occur unless the teacher's way of viewing and thinking about him/herself, the learners, and classroom practices becomes more reflective, analytical, cognitively complex, professionally self-confident, and knowledge-based. The interaction of these teacher characteristics and the school workplace environment (Joyce & McKibbin, 1982; Lanier, 1982) underscores also the need to study and try to influence the professional context in which classroom teachers carry out their daily actions as well as the overall need to guide them to better understand and become more capable and empowered in handling the genuine realities of professional practice today.

DESCRIPTION OF MA-CA PROGRAM

Overview of Program Focus & Scope. The Master of Arts-Classroom Teaching (MA-CT) degree program has been designed to meet the recognized need of the classroom practitioner today for continuing professional development in terms of individually identified, teaching improvement goals derived for the specific classroom and school context and for the diverse learner needs with which he/she works. In a rapidly changing and expanding society and with an increased understanding of the complexity of the learning/teaching/schooling process, the need for classroom teachers to be lifelong learners and to be committed, knowledgeable, and capable professionals has never been more apparent than today.

The MA-CT program was begun in 1972 when it was available on a small, experimental basis to classroom teachers in the Lansing (i.e. campus) area schools (Bradley, DeMarte, Kelly, & Freeman, 1980). Currently, there are nearly 500 classroom teacher participants enrolled in the program through six, regional off-campus Teacher Education Center sites serving educational personnel from school districts in approximately 30 - 35 counties throughout the state of Michigan. These current program sites are: Southeast/Birmingham (Detroit), East/Saginaw & Flint, West/Grand Rapids, Southwest/Benton Harbor, Southcentral/Battle Creek, and Mid-Michigan/Jackson/Howell. In previous years, the MA-CT program has also been available in the North/Traverse City area. Beginning sometime in 1985-86, the program will again be available to classroom teachers in the Lansing main campus area.

The program's core course faculty and student advisors are MSU faculty members in the Department of Teacher Education who are field-based or field-oriented teacher educators working in the regional Teacher Education Centers in staff development, teacher training, school improvement, and instructional research activities. In addition, the other courses which program participants take are taught by other MSU faculty from a variety of departments both in and outside of the College of Education. University policy allows masters degree students to transfer up to a maximum of 12 term credits from other universities and colleges, so participants are also able to pursue other professional development interests and opportunities in their local areas on an even broader scale when appropriate.

Program Goal & Objectives. The overall goal of the MA-CT degree program is to enable classroom teachers *to demonstrate the knowledge, commitment, and ability to improve teaching effectiveness through self-sustained professional growth throughout their careers.* The specific MA-CT program objectives are to prepare classroom teachers who demonstrate the knowledge, commitment, and ability:

(1) to assess their professional knowledge, skills, and beliefs in relation to research concerning effective learning, teaching, and schooling;

(2) to expand their professional knowledge, skills, and beliefs through a process of instructional problem-solving, professional self-analysis, goal identification, and resource planning, and

(3) to apply their professional knowledge, skills, and beliefs on both an individual and a collaborative basis to improve the effectiveness of instructional decisions and the teaching-learning process occurring in their classrooms

Components of the MA-CT Program Curriculum. Due to an on-going faculty effort to recognize and reconceptualize the Department of Teacher Education's masters degree offerings for individuals desiring to study classroom teaching or curriculum development, the structure of the requirements (Anderson et al., 1984) for the MA-CT degree has recently undergone mild modification (approved by appropriate committees in Spring 1984 and to be effective for degree students admitted for Spring 1985 and later). The old MA-CT program structure is outlined briefly below as a point of reference for understanding the essentially consistent focus, philosophy, and nature of this program. The new MA-CT program structure follows.

In each case, an individualized plan of study is developed for each participant by that person and his/her advisor which reflects the professional needs and interests of the participant in terms of the specific classroom context and the diverse learner needs with which he/she works. That plan of study involves a minimum of 45 term credits beyond the bachelor's degree, and according to general University regulations, there is a five year time limit for completing the degree requirements.

A. old MACT program structure:

- PROFESSIONAL DEVELOPMENT (at least 15 credits)---the core courses are Classroom Analysis, Instructional Development, and Classroom Synthesis

- PROFESSIONAL KNOWLEDGE (at least 15 credits)---In an effort to deepen and expand knowledge of educational theory, problems and practice, at least one course is selected from each of the following areas:

  -social & philosophical foundations
  -curriculum
  -psychological foundations
  -reading methods
  -other instructional methods

  This part of the program focuses, then, on providing a broad, professional-level understanding of the context of education, of instructional problems and practice, and of the interrelationship of these factors and the academic disciplines which undergird educational activity.

- SPECIAL INTERESTS (at least 15 credits)---courses are selected on the basis of individual professional needs and interests, e.g. to strengthen knowledge in a content area speciality; to add an additional endorsement to the teaching credential; to expand professional expertise through courses in instructional methods, specialized teaching skills, or whatever areas are relevant to the individual's situation

B. new MA-CT program structure (effective for degree students admitted for Spring 1985 and later):

- PROFESSIONAL STUDIES PROSEMINAR (3 credits)---This course is

designed to increase students' awareness, appreciation, and skill in systematically analyzing the context, goals, and participants involved in educational activity today. Course content will deal with various issues related to four basic questions at both a macro (i.e. international, national, school district, building) and a micro level (i.e. specific classroom); (1) what is the ecological context of educational activity today?; (2) what are/should be the goals of education today?; (3) what are the characteristics and needs of today's learners?; and (4) what are the characteristics and responsibilities of members of the educational profession today? The instructional procedures used in the course will seek to help participants acquire the ability to identify, describe, and analyze educational problems and issues (e.g. educational equity, individual differences, competition for limited instructional resources) that lie below the surface of the daily practices and beliefs of educators today, especially themselves.

- FOUNDATIONS OF EDUCATION (6 credits minimum)---Candidates select courses with adviser's guidance which develop knowledge in areas such as social/historical/economic/legal/political/philosophic/psychological foundations and/or educational assessment.

- RESEARCH (3 credits minimum)---With guidance of the advisor, candidates select a course such as CEP 803---Educational Research Methods, CEP 804---Appraising Educational Research, or another appropriate course to provide a basic understanding of research methodology which is consistent with their professional needs.

- EMPHASIS AREAS (33 credits minimum)---Candidates select an emphasis area in either (a) curriculum and instructional development or (b) classroom teaching and instructional decision-making. Each emphasis area includes certain specified core courses and other courses chosen in relation to the candidate's professional goals and needs. Selection of courses external to the Department of Teacher Education and the College of Education is encouraged, including those in the candidate's teaching major and minor areas. Candidates are also encouraged to take a core course(s) in the other emphasis area than they are enrolled when such a broader view is consistent with their professional needs.

    - CURRICULUM & INSTRUCTIONAL DEVELOPMENT---This emphasis area is designed for candidates who wish to prepare

themselves to deal with issues of curriculum and instruction on a program, building, or system-wide basis. Students will focus on curriculum theory, design, development, implementation, and evaluation through a set of core courses: TE 810A---Principles of Curriculum Improvement (3 credits), TE 810C---Curriculum Construction (3 credits), TE 812A---Elementary School Curriculum (3 credits) or TE 812C---Seminar in Middle School Curriculum (3 credits) or TE 812E---The Secondary School or an appropriate substitute, and TE 833---Readings & Independent Study (3 credits) or an appropriate substitute. Additional courses will be selected in consultation with the candidate's advisor.

- CLASSROOM TEACHING & INSTRUCTIONAL DECISION-MAKING--- This emphasis area is designed for candidates who wish to improve their classroom teaching based on sound theoretical principles and on educational research concerning effective teaching and learning practices. Candidates will focus on improving all aspects of the teaching/learning process in their classrooms through a set of core courses: TE 871---Classroom Analysis (6 credits), TE 872---Instructional Development (6 credits), and TE 873---Classroom Synthesis (3 credits). Additional courses will be selected in consultation with the candidate's advisor.

Focus of the MA-CT Core Courses. Although the entire program seeks to emphasize the same overall goal, the MA-CT Professional Development core courses---(1) Classroom Analysis, (2) Instructional Development, and (3) Classroom Synthesis---particularly focus on providing a supportive and yet challenging environment in which classroom teacher participants with varied backgrounds can thoughtfully explore the world of educational research regarding effective learning/teaching/schooling, the diverse learner and community needs with which they work, their own professional knowledge and beliefs, their classroom practices, school workplace conditions, and issues surrounding teaching as a profession and other current dilemmas facing educators today.

During the last 2 years, these core courses have also been in the process of undergoing analysis and revision by the faculty in order to include a more comprehensive array of research related to factors in the learning/teaching/school process, to develop a deeper understanding and commitment to educational equity (Melnick & Wheeler, 1983) as well as excellence as the goals of classroom teaching and schooling in general, and to create a better synthesis of shared understanding among the faculty about course purposes and procedures.

The program is now designed so that participants typically will take two terms of Classroom Analysis and two terms of Instructional Development in immediate or close sequence with generally the same group of people. The one term Classroom Synthesis

course is to be taken very near the end (i.e. when at least 36 term credits are completed) of their masters degree program. The course outlines for each of these core courses are included in this report (see APPENDIX A).

MA-CT CORE COURSE OBJECTIVES. The various learning experiences of the MA-CT program core courses are designed to assist K-12 teacher participants in relating educational research and their classroom practices, in identifying and analyzing instructional problems related to classroom practice and using appropriate resources to work toward instructional improvement, in acquiring professional self-analysis and goal identification skills and habits, in pursuing their professional interests in an individual and collaborative basis, and in improving their overall teaching ability and professional competence throughout their careers.

If all the objectives for each of the MA-CT three core courses are synthesized, the result is as listed below:

At the completion of these core courses, participants should be able to demonstrate:

(1) knowledge of valid research variables, questions, methodology, and findings related to effective learning, teaching, and schooling for various K - 12 classroom teaching situations and diverse pupil groups;

(2) skill in objective data collection and analysis comparing specific aspects of their own teaching situation to the above research concerning effective learning, teaching, and schooling;

(3) skill in reflectively examining and synthesizing their own professional knowledge, beliefs, and practices in light of various major issues influencing education and classroom teaching today;

(4) skill in identifying professional development goals for themselves as a result of the above processes and in resource planning for achieving those goals;

(5) a professional level of competency in reading, analytical thinking, speaking, and writing skills, thus enabling them to appropriately use professional development resources and communicate effectively with other educators concerning instructional improvement; and

(6) positive attitudes toward (a) a professional view of teaching and of instructional improvement as involving the continuous use of instructional problem-solving skills to relate research and practice, and (b) the need for their own lifelong, self-sustained, professional development efforts.

INVESTIGATION PROCEDURES

Research & Evaluation Questions to be Investigated. This program research and evaluation effort has been designed to explore answers to specific questions in four thematic categories:

(1) what is the impact of this long-term, developmentally organized experience of reflectively analyzing participants' own classroom practices in light of educational research concerning effective learning/teaching/schooling?---abbreviated below as: relate R & P;

(2) what changes occur in participants' own professional self-assessment and the criteria they use (i.e. their understanding of what it means to be an effective classroom teacher)?---abbreviated below as: prof. self-assessment;

(3) what changes occur in participants' individual and collaborative use of professional development opportunities and resources?---abbreviated below as: use of PD resources; and

(4) what type of staff development processes and what contextual considerations are appropriate given the program goal of professionalizing classroom teachers?---abbreviated below as: prof. SD effect.

The specific program research and evaluation questions to be answered are listed below in relation to their corresponding core course objective(s) and to one or more of the four thematic categories just identified. In this way, it is possible to see that each core course objective is addressed in one or more ways and that various configurations of questions can be used to provide insights concerning each of the major thematic categories identified above.

In many cases, it should be possible to examine overall group data as well as to compare data for certain relevant subgroups for each of these questions. In this way, a form of aptitude-treatment interaction (ATI) can be investigated where appropriate.

In this first draft form, each research question and information regarding the relevant data collection procedures has been listed on a separate page so that notes and revisions can be more easily made. It should also be noted that the selection and development of the complete set of data collection instruments is incomplete at this time. This situation should facilitate a though discussion among the program faculty while, at the same time, provide some structure for that discussion and further planning.

	RELATE R & P	PROF. SELF-ASSESSMENT	USE OF PD RESOURCES	PROF. SD EFFECT.
1. In what specific ways do program participants report that they have been influenced by the experience of reflectively analyzing their own practices in light of research regarding effective learning/teaching/schooling?	X	X	X	X

Core Course Objectives #1, 2, 3, 4, 5, 6

Possible Data Collection Procedures:

- content analysis of individual or group interviews with program participants
- content analysis of journals kept by program participants
- content analysis of open-ended questionnaire answers from program participants
- content analysis of this subsection in action research project reports

	RELATE R & P	PROF. SELF-ASSESSMENT	USE OF PD RESOURCES	PROF. SD EFFECT.
2. In what specific ways do core course program faculty report that they have been influential and been influenced by the experience of working with program participants who are analyzing their own practices in light of research regarding effective learning/teaching/schooling?	X	X	X	X

Core Course Objectives---None

Possible Data Collection Procedures:

- content analysis of individual or group interviews with core course program faculty
- content analysis of journals kept by core course program faculty
- content analysis of open-ended questionnaire answers from core course program faculty

	RELATE R & P	PROF. SELF-ASSESSMENT	USE OF PD RESOURCES	PROF. SD EFFECT.
3. What pre-post-longitudinal post changes occur in the professional self-assessment profiles in which program participants identify their specific strengths and needs as classroom teachers?	X	X		X

Core Course Objectives #1, 2, 3, 4, 6

Possible Data Collection Procedures:

- changes in Likert-scale responses to CURRENT SELF-ASSESSMENT OF TEACHING ROLES PERFORMANCE items (Freeman et. al., 1982)
- content analysis of answers to free-response format question (post-treatment data could be obtained from Classroom Synthesis final papers)
- analysis of changes occurring in participants' schematic maps of effective classroom teaching
- changes in Likert-scale responses to TEACHER CONCERNS QUESTIONNAIRE (George, 1978)

	RELATE R & P	PROF. SELF-ASSESSMENT	USE OF PD RESOURCES	PROF. SD EFFECT.
4. What pre-post-longitudinal post changes occur in participants' criteria for effective classroom teaching?	X	X		X

Core Course Objectives #1, 2, 3, 4, 6

Possible Data Collection Procedures:

- content analysis of the action research project topics into categories
- analysis of changes in participants' schematic maps of effective classroom teaching
- statistical analysis of changes in computer read (op-scan) answers indicating value or importance which program participants place on certain factors of effective classroom teaching (---actual instrument?---)

	RELATE R & P	PROF. SELF-ASSESSMENT	USE OF PD RESOURCES	PROF. SD EFFECT.
5. What pre-post-longitudinal post changes occur in program participants' sense of their own efficacy as a classroom teacher?	X	X		X

Core Course Objectives #1, 2, 3, 4, 5, 6

Possible Data Collection Procedures:

- content analysis of interviews with stratified sample of program participants regarding what helps them to feel effective as a teacher and what contributes to feelings of inefficacy (Ashton & Webb, 1982); cross tab this with certain items from PARTICIPANT DEMOGRAPHIC QUESTIONNAIRE and with professional satisfaction data
- statistical analysis of changes in computer read (op-scan) Likert-scale responses to the following items (Berman, McLaughlin, Bass, Pauly, & Zellman, 1977, p. 159-160):
  -When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.
  1)SA 2)A 3)neither A or D 4)D 5)SD
  -If I really try hard, I can get through to even the most difficult or unmotivated students.
  1)SA 2)A 3)neither A or D 4)D 5)SD
- statistical analysis of changes in participants' beliefs concerning their own (internal locus of control) responsibility for classroom successes and for classroom failures related to academic achievement and school-related situations as measured by the RESPONSIBILITY FOR STUDENT ACHIEVEMENT QUESTIONNAIRE (Guskey, 1981)
- statistical analysis of changes in computer read (op-scan) internal/external scores on LOCUS OF CONTROL (Rotter, 1966) instrument

	RELATE R & P	PROF. SELF-ASSESSMENT	USE OF PD RESOURCES	PROF. SD EFFECT.
6. What pre-post-longitudinal post changes occur in program participants' professional commitment, career/ job satisfaction, and need fulfillment?			X	X

Core Course Objective #6

Possible Data Collection Procedures:

---actual instrument?---

consider items from:

M. J. Vavrus (1979). The relationship of teacher alienation to School Workplace Characteristics & Career Stages of teachers (IRT)

J. W. Kaufman (1984). Relationship between teacher motivation and commitment to the profession (AERA paper)

L. S. Pettegrew & G. E. Wolf (1982). Validating measures of teacher stress (AERJ)

Purdue Teacher Opinionaire

	RELATE R & P	PROF. SELF-ASSESSMENT	USE OF PD RESOURCES	PROF. SD EFFECT.
7. What pre-post-longitudinal post changes occur in program participants' attitudes toward and use of professional development opportunities on both an individual and/or collaborative basis?			X	X

Core Course Objectives #5, 6

Possible Data Collection Procedures:

- consider using questionnaire referred to in: B. Joyce & M. McKibbin (1982) Teacher Growth States and School Environments. Educational Leadership, 40 (2), 36-41
- statistical analysis of changes in computer read (op-scan) answers to some items from TEACHER QUESTIONNAIRE CONCERNING PREFERENCES FOR SUPERVISORY SUPPORT (Konke, 1984)
- consider items related to: J. W. Little (1982). Norms of collegiality and experimentation: workplace conditions of school success (AERJ)
- consider using questionnaire from: Teacher perceptions of dissemination of research on teaching findings by R.E. Eaker & J. O. Huffman. (IRT Occasional Paper No 41, 1981).

	RELATE R & P	PROF. SELF-ASSESSMENT	USE OF PD RESOURCES	PROF. SD EFFECT.
8. What pre-post-longitudinal post changes occur in program participants' cognitive complexity and flexibility?	X			X

Core Course Objectives #1, 2, 3, 4, 5, 6

Possible Data Collection Procedures:

- analysis of participants' conceptual level (CL) using the PARAGRAPH COMPLETION METHOD (Hunt, Butler, Noy, & Rossner, 1978)
- alternative instrument: EGO DEVELOPMENT STAGE: SENTENCE COMPLETION TEST (Loevinger & Wessler, 1970)

	RELATE R & P	PROF. SELF-ASSESSMENT	USE OF PD RESOURCES	PROF. SD EFFECT.
9. What pre-post-longitudinal post changes occur in program participants' analytical thinking skills as measured in terms of their learning style profile?	X			X

Core Course Objectives #2, 3, 4, 5

Possible Data Collection Procedures:

- statistical analysis of changes in participants' profiles on THE LEARNING STYLE INVENTORY (Kolb, 1980)

	RELATE R & P	PROF. SELF-ASSESSMENT	USE OF PD RESOURCES	PROF. SD EFFECT.
10. What level of cognitive processing (a la Bloom's taxonomy) is: (a) modeled by faculty during class sessions and individual conferences? (b) requested by faculty questions during class sessions and individual conferences? (c) provided by student responses during class sessions and individual conferences? (d) reinforced by faculty feedback to students during class sessions and individual conferences? (e) requested by the directions for student written assignments? (f) provided by student responses on written assignments? (g) reinforced by faculty feedback to students on written assignments?				X

Core Course Objectives #1, 2, 3, 4, 5, 6

Possible Data Collection Procedures:

- categorization and statistical analysis of audiotapes of class sessions and individual conferences
- categorization and statistical analysis of written assignments, student responses, and faculty feedback

Description of the Treatment to be Investigated. The treatment being investigated in this case is restricted to the impact of the 3 core courses---(1) two terms of Classroom Analysis, (2) two terms of Instructional Development, and (3) one term of Classroom Synthesis---rather than being thought of as the effect of the entire MA-CT program on participants. There are two reasons for this decision: the developmentally organized sequence of experiences which best express the overall goal of the program are provided through these core courses, and they are the only part of the program which is common for all program participants.

In general, the core courses provide participants with concentrated, reflective, and analytical exposure to the world of research and current issues concerning effective learning/teaching/schooling and with the related experience of assuming the role of action researcher in their own classrooms. Exactly what this treatment is has been described earlier in this report and in moderate detail in another analytical article (Simmons & Sparks, 1985) and is best understood by examining the core course syllabi (see APPENDIX A) and instructional materials which are used.

Identification of the Subjects. The MA-CT program participants are masters' degree students whose career goals focus on being effective classroom teachers. They come from widely differing settings and with various areas of specialization within teaching (see DEMOGRAPHIC QUESTIONNAIRE in APPENDIX B).

Data Collection Procedures.

Although as with any program, people take the core courses at somewhat different points within their 45 credit (minimum) program requirement, there must, nevertheless, be pre and post-treatment data collection points. In this case, initial data will be collected for everyone who enrolls in the first term of Classroom Analysis, the first core course. Post-treatment data will be collected from all participants as they conclude the last course, Classroom Synthesis. The longitudinal post-treatment data could be collected 1-2 years after graduation from the program.

In this way, the data set for some individuals (i.e. those who do not continue in the program and experience the complete treatment) will not ever become complete and enter in as a confounding factor in efforts to determine the impact of the program on participants. In addition, the pre-treatment data on these participants who do not complete the program could be compared to those who do finish to obtain some insights about the possible interconnections between various subgroups of participants, and the nature of the program.

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APPENDIX A: MA-CT PROGRAM CORE COURSE SYLLABI

TE 870 A & B: Classroom Analysis I & II (3 credits each)

TE 871: Instructional Development (3 credits)

TE 872: Classroom Synthesis (3 credits)

SECOND DRAFT 5/19/83----MACT Professional Development Core Course Syllabus
THIRD DRAFT: 6/2/83 (approved by MACT core course faculty group) Joanne M Simmons
TE 870: Classroom Analysis (2 terms of 3 credits each)

COURSE DESCRIPTION

This course is designed to provide participants with the necessary knowledge, skills, and attitudes as well as actual experience in analyzing specific aspects of the teaching and learning process occurring in their classrooms. The specific aspects to be studied are those which are emphasized in current as well as previous research on effective teaching and learning for various K-12 classroom teaching situations and diverse pupil groups. Actual data from the participant's own teaching situation will be collected and analyzed in relation to this research in order to identify each participant's individual professional development strengths and needs. This needs assessment process will form the basis for identifying individual professional self-improvement goals and appropriate resources for achieving these goals. Designing such a professional development project(s) focusing on the development or improvement of specific aspects of each participant's overall teaching ability and professional competence is the focus of TE 871: Instructional Development.

COURSE OBJECTIVES

At the completion of this course, participants should be able to demonstrate:
(1) knowledge of valid research methodology and findings related to effective teaching and learning for various K-12 classroom teaching situations and diverse pupil groups;
(2) skill in objective data collection and analysis comparing specific aspects of their own teaching situation to the above research concerning effective teaching and learning;
(3) skill in identifying professional development goals for themselves as a result of the above process and resource planning for achieving those goals; and
(4) positive attitudes toward (a) the concept of teaching as application of research/theory into practice and (b) the need for their own lifelong, self-sustained professional development efforts.

COURSE TOPICS

- teaching as a profession involving instructional decision-making concerning the application of research/theory into practice
- overview of the teaching-learning process and its component parts
- overview of the process of professional self-analysis, goal identification, and resource planning (e.g. rationale, procedures)
- curriculum design/implementation/evaluation
- organization & allocation of instructional resources (e.g. time, space, materials)
- teacher & learner expectations
- classroom management
- classroom learning climate
- teacher & learner verbal communication (e.g. verbal flow, questions, reinforcement, directions, control statements)
- teacher & learner non-verbal communication

SECOND DRAFT 6/2/83 ---MACT Professional Development Core Course Syllabus
(approved by MACT core course faculty group)
TE 871: Instructional Development (2 - 4 credits)---P/N Grading System;
a minimum of 6 credits is required in the MACT program
PREREQUISITE: TE 870: Classroom Analysis

Joanne M. Simmons

COURSE DESCRIPTION

This course is designed to provide participants with a basic understanding of the process of systematic instructional problem-solving and how the use of action research procedures can assist in the improvement of the teaching-learning process occurring in their classrooms. A project (or a series of related projects) will be designed, implemented, and evaluated in order to develop practical solutions to an actual classroom problem which has been identified by each participant in light of the research on effective teaching and learning and his/her own professional development needs and goals. A written proposal and a final report will be prepared by each participant which (a) describes the designated instructional problem and its context, (b) reviews related research and other appropriate professional resources and ideas, (c) explains the methods used to investigate and solve the problem, and (d) presents and discusses the outcomes and any possible recommendations resulting from the study project. Instruction and supervision for these course activities will be provided through entire class and small group sessions, individual conferences, written feedback, and site visits as needed to the classroom of each participant.

COURSE OBJECTIVES

At the completion of this course, participants should be able to demonstrate:

(1) increased skill in professional self-analysis, goal identification, and resource planning based on comparisons of specific aspects of their own teaching situation and research concerning effective teaching and learning;

(2) skill in using action research methodology as a means of investigating and improving the effectiveness of the teaching-learning process in their own classrooms;

(3) knowledge of research and resources relevant to the specific focus of their action research project and skill in using these as tools in instructional problem-solving in their own classrooms;

(4) a professional level of competency in reading, analytical thinking, speaking, and writing skills, thus enabling them to appropriately use professional development resources and to communicate effectively with other educators concerning instructional improvement; and

(5) positive attitudes toward (a) the concept of teaching as application of research/theory into practice and (b) the need for their own lifelong, self-sustained professional development efforts.

COURSE TOPICS

- review of the professional needs assessment process (e.g. rationale and procedures)
- the role of research in education
- the instructional problem-solving process and action research methodology
- selecting an instructional problem for investigation
- identifying resources and reviewing the professional literature
- project research design and data gathering procedures
- project data analysis and presentation procedures
- procedures for developing the project summary and recommendations
- assessing the impact of the project on the participant's effectiveness as a teacher and on his/her professional development
- communicating the project findings to other educators
- research on the educational change process and the institutionalization of innovations
- opportunities for teacher leadership

INITIAL DRAFT 6/2/83---MACT Professional Development Core Course Syllabus
(approved by MACT core course faculty group)

Joanne M. Simmons

TE 872: Classroom Synthesis (3 credits) P/N grading system
PREREQUISITES: TE 870 & 871 and approximately 36 credits of the total MACT program

COURSE DESCRIPTION

This course is designed to assist participants in examining and synthesizing their own professional knowledge and beliefs, especially in relation to their classroom practices. Both current and historical issues as well as research findings which influence education and classroom teaching in particular will be analyzed using the participants' experience; input from other participants and the instructor; special topic readings and investigations; and the knowledge, skills, and attitudes developed in their other MACT courses. A strong emphasis will be placed on the continuous assessment of participants' individual professional development goals and resources, the role of the classroom teacher as a change agent striving toward instructional improvement, and strategies for communication and collaborative networking with other professional colleagues.

COURSE OBJECTIVES

At the completion of this course, participants should be able to demonstrate:

(1) skill in reflectively examining, synthesizing, and summarizing their individual professional knowledge, beliefs, and practices in light of various major issues influencing education and classroom teaching today;

(2) increased skill in professional self-analysis, goal identification, and resource planning based on comparisons of specific aspects of their own teaching situation and research concerning effective teaching and learning;

(3) a professional level of competency in reading, analytical thinking, speaking, and writing skills, thus enabling them to appropriately use professional development resources and to communicate effectively with other educators concerning instructional improvement; and

(4) positive attitudes towards (a) the concept of teaching as application of research/theory into practice and (b) the need for their own lifelong self-sustained professional development efforts.

COURSE TOPICS

- review: teaching as the pursuit of increasingly effective instructional decision-makin
- review: teaching as the application of research/theory into practice
- review: the teacher's need for lifelong, self-sustained professional development in in todays world
- rights and responsibilities of the teacher as a vital and contributing member of the educational profession (e.g. accountability to society; communicating, collaborating, and networking with other educational colleagues)
- concepts and effective approaches to self-sustained professional development throughout the different stages of a teacher's career
- issues impacting on education and classroom teaching today (e.g. accountability, educational equity, school finance, teacher competency testing, new technology, futurism, conflicting views of the appropriate goals for schools)
- reexamination and synthesis of one's professional knowledge, beliefs, and practices

APPENDIX B: DATA COLLECTION INSTRUMENTS

1. Participant Demographic Questionnaire (op-scan answers)
2. Questionnaire on Teacher Perceptions of Dissemination of Research on Teaching Findings (op-scan answers)
3. Current Self-assessment of Teaching Roles Performance (op-scan answers)
4. Teacher Concerns Questionnaire (op-scan answers)
5. Learning Style Inventory
6. Locus of Control Questionnaire
7. Responsibility for Student Achievement Questionnaire
8. Paragraph Completion Method for Assessing Conceptual Level

Grand Rapids MACT-Classroom Teaching Program Participants' Data Collection

Dr. Joanne M. Simmons---researcher

Consistent with University policy, we ask that you sign this consent form to signify that we have informed you of the purposes of these data collection activities and the conditions of your participation.

I understand why I am being asked to participate in program evaluation activities sponsored by the College of Education. My voluntary cooperation in these activities signifies that I have consented to participate under the conditions outlined above.

_____ Student # _____

(signature)

Date _____

MA-CT PROGRAM PARTICIPANTS' DATA COLLECTION

Directions for completing entry-level questionnaires:

The MA-CT core course faculty are interested in gathering certain data about program participants at three different points (entrance, exit, and 2 years after graduation) in order to:

(1) provide participants with descriptive information about themselves which can be helpful in analyzing professional development strengths and goals, and

(2) develop and improve the MA-CT program in relation to participants' backgrounds, interests, and perspectives.

Most of the questionnaire items have been formatted using a multiple-choice arrangement so that this questionnaire can be reusable and so that students can indicate their answers on a standard op-scan response sheet (enclosed). When this is not possible, the questionnaire will indicate "WRITE ANSWERS ON THIS FORM". Between each questionnaire, a few item numbers have been deliberately skipped to prevent confusion. Please indicate your answers using a pencil, not a marker or ink pen.

The questionnaires and op-scan response sheet have been organized in this way:

ITEMS #1-28 PARTICIPANT DEMOGRAPHIC QUESTIONNAIRE
ITEM #29 skip
ITEMS #30-69 QUESTIONNAIRE ON TEACHER PERCEPTIONS OF RESEARCH ON TEACHING FINDINGS (Baker & Huffman)
ITEMS #70-74 skip
ITEMS #75-89 CURRENT SELF-ASSESSMENT OF TEACHING ROLES PERFORMANCE (Freeman et al)
ITEMS #90-94 skip
ITEMS #85-109 TEACHER CONCERNS QUESTIONNAIRE (Fuller & George)

Please respond thoughtfully and honestly to each item in terms of how you actually think or feel. Do not be influenced by how you believe other people would want you to think or feel because that will only create misleading data about you and the MA-CT program influence.

Your individual responses will be kept confidential, and you will never be identified by actual name, student number, or teaching location. Program participants will be provided with a summary of group data, and interested individuals may discuss their individual data with a faculty advisor if they wish.

Analyses suggested by these questions will contribute to research on teacher education and to our efforts to enhance the quality of the programs MSU offers. It is important that you recognize that:

(1) Your participation in program evaluation activities is entirely voluntary. No penalties will occur if you (a) skip questions in a given survey or (b) decide not to participate in all activities.

(2) Your anonymity will be protected at all times. Names of students will never appear in reports of results.

(3) The results of any program evaluation activity in which you participate will be available on your request.

January 1986

Participant Demographic Questionnaire

1. What is your current age?
   (1) 21-28 years (2) 29-34 years (3) 35-42 years
   (4) 43-55 years (5) 56 or more years

2. What is your ethnic/racial background?
   (1) White/Caucasian (2) Black/AfroAmerican (3) Hispanic/Chicano
   (4) American Indian/Native American (5) Asian American/Pacific Islander
   (6) Other

3. What type of teacher certification do you currently possess?
   (1) have never had provisional certificate
   (2) currently valid provisional certificate
   (3) expired provisional certificate
   (4) continuing/permanent certificate

4. What level(s) of teacher certification do you currently possess (choose as many items as apply)?
   (1) elementary education(K-8)
   (2) secondary education(7-12)
   (3) special subject area(K-12), e.g. music, art, physical education, reading
   (4) special education
   (5) vocational education
   (6) have never had teacher certification

5. In what type of school are you currently employed?
   (1) public school
   (2) private, church-related school
   (3) private, non-church-related school
   (4) other
   (10) not currently teaching on a regular contract basis

6. In what type of school location are you currently employed?
   (1) inner-city (2) urban/fringe area
   (3) suburban (4) rural/small town
   (10) not currently teaching on a regular contract basis

7. What is the size of the school system in which you are employed?
   (1) less than 2500 (2) between 2500-5000 students
   (3) between 5000-10000 students (4) more than 10,000 students
   (10) not currently teaching on a regular contract basis

8. What type of teaching position do you currently hold?
   (1) pre-school
   (2) grades K-5
   (3) grades 6-9/middle school/junior high school
   (4) grades 10-12/senior high school
   (5) special subject area (K-12) e.g, music, art, physical education, reading
   (6) special education
   (7) community education/adult education
   (8) vocational education
   (9) other
   (10) not currently teaching on a regular contract basis

Participant Demographic Questionnaire---continued

9. How many years of classroom teaching experience (not including the current academic year) do you have?
   (1) zero-one year
   (2) two - three years
   (3) four - six years
   (4) seven - ten years
   (5) eleven - fifteen years
   (6) sixteen - twenty years
   (7) more than twenty years

10. How many years of classroom teaching experience (not including the current academic year) do you have with what are basically your current content area and/or grade level teaching responsibilities?
   (1) zero - one year
   (2) two - three years
   (3) four - six years
   (4) seven - ten years
   (5) eleven - fifteen years
   (6) sixteen - twenty years
   (7) more than twenty years
   (10) not currently teaching on a regular contract basis

11. Where did you earn your bachelor's degree?
   (1) Michigan State University
   (2) another public college/university
   (3) a private, church-related college/university
   (4) a private, non-church-related college/university

12. What was your undergraduate grade point average (GPA) for your junior and senior years in college? Please use A=4.0 as a standard.
   (1) 4.0 - 3.5 (2) 3.5 - 3.0 (3) 3.0 - 2.5 (4) 2.5 - 2.0
   (5) below 2.0

13. How many term hours of graduate credit have you already completed at any college or university? Please change semester credit hours into term credit hours by multiplying them by 3/2.
   (1) zero - nine term credits
   (2) ten - eighteen term credits
   (3) nineteen - twenty seven term credits
   (4) twenty eight - thirty six term credits
   (5) thirty seven - forty five term credits
   (6) have more than forty five term credits but have not completed a master's degree
   (7) have already completed another masters degree
   (8) have post-masters degree credits

14. How many term hours of graduate credit have you already completed as part of your MACT program? Please change semester credit hours into term credit hours by multiplying them by 3/2.
   (1) zero - nine term credits
   (2) ten - eighteen term credits
   (3) nineteen - twenty seven term credits
   (4) more than twenty seven term credits
   (10) do not intend to enroll in MACT program

15. Which of the following reasons were a significant influence in your decision to enroll in the MACT program? Please choose as many items as apply.

(1) program flexibility
(2) program emphasis on effective classroom teaching
(3) other teachers' recommendations
(4) overall reputation of MSU
(5) no residency requirement
(6) to get salary raise
(7) to get masters degree
(8) to get updated in field of education
(9) to complete continuing certification requirements
(10) do not intend to enroll in MACT program

16. Were you enrolled in another graduate program before entering the MACT program?
(1) no
(2) yes---another MSU graduate program
(3) yes---a graduate program at another college/university

17. When did you first decide you wanted to become a classroom teacher?
(1) before or during elementary school
(2) during middle/junior high school
(3) during senior high school
(4) during college
(5) after bachelor's degree in college

18. How many professional journals/newsletters related to education do you currently subscribe to or borrow to read on a regular basis?
(1) none (2) one (3) two (4) three (5) four
(6) five (7) six (8) seven or more

19. Which of the professional development activities listed below have you participated in during the past 12 months? Please choose as many items as apply.
(1) attend district or building level inservice activity (s)
(2) attend intermediate district level inservice activity (s)
(3) attend conference or workshop sponsored by a professional organization
(4) take a university/college level course(s)
(5) serve on a building or district level committee
(6) serve as a teacher association officer or representative
(7) collaborate with a colleague to team teach, observe each other teach, work on a project, etc.
(8) hold member ship in a professional organization (e.g. subject area, age level, special interest)
(9) read a book(s) related to education, classroom teaching, students, etc.

20. What is the amount of work-related cooperative teamwork present in your school staff?
(1) none
(2) relatively little, only among a few people
(3) a moderate amount through most of the school
(4) very substantial amount throughout the school
(10) not currently teaching on a regular contract basis

21. What is the amount and quality of social interaction among member of the staff in your school?

(1) little interaction and always with fear and distrust
(2) little interaction and usually with a low degree of trust and confidence
(3) moderate interaction, often with a fair degree of trust and confidence
(4) extensive, friendly interaction with a high degree of trust and confidence
(10) not currently teaching on a regular contract basis

22. What kind of attitudes have developed among the staff in your school toward the school and the school's goals?
(1) mostly hostile and not motivated
(2) sometimes hostile and not motivated
(3) usually favorable and motivated
(4) strongly favorable and motivated
(10) not currently teaching on a regular contract basis

23. To what extent are teachers in your school generally involved in decisions related to their work?
(1) not at all
(2) seldom involved but occasionally consulted
(3) usually consulted but not often involved
(4) substantially involved
(10) not currently teaching on a regular contract basis

INDICATE THE DEGREE TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS BY CHOOSING ONE ANSWER.

	strongly disagree				uncer- tain			strongly agree		not currentl teaching
	1	2	3	4	5	6	7	8	9	10
24. There is a clear expectation in my school that teachers should be actively involved in professional development activities.										
25. There is a clear expectation in my school that teachers should be actively involved in making changes to improve instruction in their classrooms.										
26. In my school, there are frequent, productive, informal discussions about teaching among the school staff.										
27. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his/her home environment.										
28. If I really try hard, I can get through to even the most difficult or unmotivated students.										

QUESTIONNAIRE ON TEACHER PERCEPTIONS OF DISSEMINATION OF RESEARCH ON TEACHING FINDINGS

The purpose of this questionnaire is to gather information about perceptions teachers have about educational research, particularly research that is focused on classroom teaching. In the questionnaire, the term "research on teaching" will refer to educational research that relates specifically to behaviors teachers engage in as they teach their classes.

LISTED BELOW ARE SEVERAL STATEMENTS CONCERNING RESEARCH FINDINGS AND IMPROVING CLASSROOM INSTRUCTION. TO THE RIGHT OF EACH STATEMENT IS A SCALE FROM ONE TO FOUR. PLEASE CIRCLE THE NUMBER ON THE SCALE THAT BEST INDICATES YOUR FEELING ABOUT EACH STATEMENT. MARK ONE NUMBER ONLY!
IF YOU DO NOT HAVE AN OPINION ABOUT A STATEMENT, DO NOT MARK ANY NUMBER.

30.	**There is little agreement as to what "good teaching" is.**	strongly disagree 1 2 disagree 3 4 agree 5 6 strongly agree 7 8
31.	**The teaching skills of teachers can be improved.**	strongly disagree 1 2 disagree 3 4 agree 5 6 strongly agree 7 8
32.	**There should be an increased emphasis in providing teachers with research findings that focuses on teaching.**	strongly disagree 1 2 disagree 3 4 agree 5 6 strongly agree 7 8
33.	**Research findings on teaching are helpful in my teaching.**	strongly disagree 1 2 disagree 3 4 agree 5 6 strongly agree 7 8
34.	**I make an effort to utilize research on teaching in my teaching.**	strongly disagree 1 2 disagree 3 4 agree 5 6 strongly agree 7 8
35.	**Techniques for teaching based on research that I have used in my classroom have been of little value.**	strongly disagree 1 2 disagree 3 4 agree 5 6 strongly agree 7 8
36.	**Research findings on teaching are a valuable way to help teachers improve their teaching behavior.**	strongly disagree 1 2 disagree 3 4 agree 5 6 strongly agree 7 8
37.	**Professional journals are an excellent source of information about research of teaching.**	strongly disagree 1 2 disagree 3 4 agree 5 6 strongly agree 7 8
38.	**I have found very little practical application for research findings reported in professional journals.**	strongly disagree 1 2 disagree 3 4 agree 5 6 strongly agree 7 8
39.	**Professional journals should contain more reports of research findings on teaching.**	strongly disagree 1 2 disagree 3 4 agree 5 6 strongly agree 7 8
40.	**The education undergraduate program of colleges and universities exposed me to research findings on teaching.**	strongly disagree 1 2 disagree 3 4 agree 5 6 strongly agree 7 8

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		strongly disagree		disagree		agree		strongly agree	
		1	2	3	4	5	6	7	8
41.	I have incorporated into my teaching research findings that I learned about in my undergraduate education program.								
42.	Undergraduate programs in education should give greater emphasis to research findings on teaching.								
43.	Research findings about teaching are an important part of my school district's in-service program								
44.	Information on research about teaching obtained in in-service programs has been very useful in my teaching.								
45.	Research findings about teaching should be given little emphasis in a school district's in-service program.								
46.	Research findings on teaching are given little importance by my supervisor.								
47.	Results of research on teaching obtained from my supervisor have been very helpful in my teaching.								
48.	Supervisors should give more attention to research findings on teaching.								
49.	The graduate degree programs of colleges and universities place much emphasis on research findings about teaching.								
50.	Research findings learned in my graduate education program have helped me improve my teaching.								
51.	Graduate programs in education are the most appropriate place to learn about research on teaching.								

52. Research findings on teaching are seldom discussed in faculty meetings where I teach.	strongly disagree		disagree		agree		strongly agree	
	1	2	3	4	5	6	7	8
53. Research findings on teaching reported by my principal have been very helpful in improving teaching.	strongly disagree		disagree		agree		strongly agree	
	1	2	3	4	5	6	7	8
54. Principals should devote more time in faculty meetings to research findings in teaching.	strongly disagree		disagree		agree		strongly agree	
	1	2	3	4	5	6	7	8
55. Little attention has been given to research findings on teaching in professional meetings that I have attended.	strongly disagree		disagree		agree		strongly agree	
	1	2	3	4	5	6	7	8
56. Research in teaching reported at professional educational meetings is seldom useful to the classroom teacher.	strongly disagree		disagree		agree		strongly agree	
	1	2	3	4	5	6	7	8
57. Professional educational meetings should place increased emphasis on reporting research findings in teaching.	strongly disagree		disagree		agree		strongly agree	
	1	2	3	4	5	6	7	8
58. Articles that report research on teaching are difficult to understand.	strongly disagree		disagree		agree		strongly agree	
	1	2	3	4	5	6	7	8
59. Research findings on teaching have very little practical application for the classroom teacher.	strongly disagree		disagree		agree		strongly agree	
	1	2	3	4	5	6	7	8
60. Research findings on teaching are often contradictory.	strongly disagree		disagree		agree		strongly agree	
	1	2	3	4	5	6	7	8
61. Articles reporting research findings on teaching should be in summary form.	strongly disagree		disagree		agree		strongly agree	
	1	2	3	4	5	6	7	8
62. Ideas for applying research findings should be included in reporting research findings.	strongly disagree		disagree		agree		strongly agree	
	1	2	3	4	5	6	7	8

63. **Teachers are more likely to incorporate new ideas into their teaching if they hear them from other teachers.**	strongly disagree		disagree		agree		strongly agree	
	1	2	3	4	5	6	7	8
64. **Education faculty of colleges and universities are the most appropriate people to provide teachers with research findings on teaching.**	strongly disagree		disagree		agree		strongly agree	
	1	2	3	4	5	6	7	8
65. **College and university faculty members do understand what it is like to be a K-12 classroom teacher.**	strongly disagree		disagree		agree		strongly agree	
	1	2	3	4	5	6	7	8
66. **The suggestions of college and university faculty about improving teaching are often unrealistic.**	strongly disagree		disagree		agree		strongly agree	
	1	2	3	4	5	6	7	8
67. **Teachers need to become more analytical about their own behavior.**	strongly disagree		disagree		agree		strongly agree	
	1	2	3	4	5	6	7	8
68. **The teaching skills of teachers are seldom significantly changed by providing teachers information.**	strongly disagree		disagree		agree		strongly agree	
	1	2	3	4	5	6	7	8
69. **Teachers want to improve their teaching skills.**	strongly disagree		disagree		agree		strongly agree	
	1	2	3	4	5	6	7	8

Questionnaire taken from Teacher Perceptions of Dissemination of Research on Teaching Findings (Occasional Paper No. 41) by Robert E. Eaker & James O. Huffman. East Lansing, MI: Institute for Research on Teaching, Michigan State University, 1981.

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CURRENT SELF-ASSESSMENT OF TEACHING ROLES PERFORMANCE

Instrument developed by Dr. Donald Freeman & the MSU College of Education Undergraduate Program Evaluation Committee, 1982.

How much confidence do you have in your ability to successfully perform each of the following teaching roles with no further coursework or experience in education?

	Level of Confidence								
	Little or No Confidence		Some		Moderate		High		Complete Confidence
75. Maximizing student understanding of subject matter	1	2	3	4	5	6	7	8	9
76. Deciding what content to teach	1	2	3	4	5	6	7	8	9
77. Designing lessons, units, and courses of study	1	2	3	4	5	6	7	8	9
78. Establishing effective working relations with students who come from diverse backgrounds (e.g., different social classes, races, or cultures)	1	2	3	4	5	6	7	8	9
79. Establishing effective working relations with students who have special needs (e.g., serious learning problems, visually impaired)	1	2	3	4	5	6	7	8	9
90. Establishing effective working relations with other teachers and school administrators	1	2	3	4	5	6	7	8	9
81. Managing the classroom environment in a way which minimizes discipline problems	1	2	3	4	5	6	7	8	9
82. Establishing a classroom environment in which students actively take responsibility for themselves and for others in the group	1	2	3	4	5	6	7	8	9
83. Collecting and interpreting information regarding student needs and achievements	1	2	3	4	5	6	7	8	9
84. Applying effective methods of teaching specific subjects such as reading and mathematics	1	2	3	4	5	6	7	8	9
85. Providing instruction that addresses individual needs and achievements	1	2	3	4	5	6	7	8	9
86. Making instructional decisions in a sound and defensible manner	1	2	3	4	5	6	7	8	9
87. Motivating reluctant learners	1	2	3	4	5	6	7	8	9
88. Maintaining active student participation in classroom tasks	1	2	3	4	5	6	7	8	9
89. Identifying the relative strengths and shortcomings of your own classroom performance	1	2	3	4	5	6	7	8	9

TEACHER CONCERNS QUESTIONNAIRE

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The University of Texas at Austin

DIRECTIONS: This checklist is designed to explore what teachers are concerned about at different points in their careers. There are, of course, no right or wrong answers; each person has his or her own concerns.

We consider you to be "concerned" about a thing if you think about it frequently and would like to do something about it personally. You are not concerned about a thing simply because you believe it is important -- if it seldom crosses your mind, or you are satisfied with the current state of affairs, do not say you are concerned about it. You may be concerned about problems, but you may also be concerned about opportunities which could be realized. You may be concerned about things you are not currently dealing with, but only if you anticipate dealing with them and frequently think about them from this point of view. In short, you are concerned about it if you often think about it and would like to do something about it.

Read each statement, then ask yourself;

WHEN I THINK ABOUT MY TEACHING, HOW MUCH AM I CONCERNED ABOUT THIS?

1 = Not concerned
2 = A little concerned
3 = Moderately concerned
4 = Very concerned
5 = Extremely concerned

95.	Lack of instructional materials.....	1	2	3	4	5
96.	Feeling under pressure too much of the time.....	1	2	3	4	5
97.	Doing well when a supervisor is present.....	1	2	3	4	5
98.	Meeting the needs of different kinds of students.....	1	2	3	4	5
99.	Too many noninstructional duties.....	1	2	3	4	5
100.	Diagnosing student learning problems.....	1	2	3	4	5
101.	Feeling more adequate as a teacher.....	1	2	3	4	5
102.	Challenging unmotivated students.....	1	2	3	4	5
103.	Being accepted and respected by professional persons.....	1	2	3	4	5
104.	Working with too many students each day.....	1	2	3	4	5
105.	Guiding students toward intellectual and emotional growth.	1	2	3	4	5
106.	Whether each student is getting what he needs.....	1	2	3	4	5
107.	Getting a favorable evaluation of my teaching.....	1	2	3	4	5
108.	The routine and inflexibility of the teaching situation...	1	2	3	4	5
109.	Maintaining the appropriate degree of class control.....	1	2	3	4	5

WRITE YOUR ANSWERS ON THIS FORM

Learning Style Inventory*

This inventory assesses your preferred method of learning. As you take it, give a high rank to those words which best characterize the way you learn and a low rank to the words which are least characteristic of your learning style. Construe learning in a broad sense across a wide variety of activities, not only academic study.

Different characteristics in the inventory are equally good. There are no right or wrong answers. The aim of the inventory is to describe how you learn, not to evaluate your learning ability.

There are nine sets of words listed below. Rank order each set of four words assigning a 4 to the word which best characterizes your learning style, a 3 to the word which next best characterizes your learning style, a 2 to the next most characteristic word, and a 1 to the word which is least characteristic of you as a learner. Be sure to assign a different rank number to each of the four words in each set. Do not make ties.

1.	___discriminating	___tentative	___involved	___practical
2.	___receptive	___relevant	___analytical	___impartial
3.	___feeling	___watching	___thinking	___doing
4.	___accepting	___risk-taker	___evaluative	___aware
5.	___intuitive	___productive	___logical	___questioning
6.	___abstract	___observing	___concrete	___active
7.	___present-oriented	___reflecting	___future-oriented	___pragmatic
8.	___experience	___observation	___conceptualization	___experimentation
9.	___intense	___reserved	___rational	___responsible

FOR SCORING ONLY:

CE ___	RO ___	AC ___	AE ___
234578	136789	234589	136789

(Scoring will be explained)

*The Learning Style Inventory is from Kolb, Rubin and McIntyre (Eds.), Organizational Psychology: An Experiential Approach, Prentice-Hall, 1974.

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LOCUS OF CONTROL QUESTIONNAIRE

taken from: J. B. Rotter (1966). Generalized expectancies for internal versus external control of reinforcement. Psychological Monographs, 80 (1 Whole No. 609), 1 - 28.

Directions: Choose one of each of the following pairs of statements which best expresses your belief. Mark either answer "a" or "b" for each item right on this form. YOU MUST CHOOSE ONLY ONE ANSWER FOR EACH ITEM.

1.a. Children get into trouble because their parents punish them too much.
b. The trouble with most children nowadays is that their parents are too easy with them.

2.a. Many of the unhappy things in people's lives are partly due to bad luck.
b. People's misfortunes result from the mistakes they make.

3.a. One of the major reasons why we have wars is because people don't take enough interest in politics.
b. There will always be wars, no matter how hard people try to prevent them.

4.a. In the long run, people get the respect they deserve in this world.
b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5.a. The idea that teachers are unfair to students is nonsense.
b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6.a. Without the right breaks, one cannot be an effective leader.
b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7.a. No matter how hard you try, some people just don't like you.
b. People who can't get others to like them don't understand how to get along with others.

8.a. Heredity plays the major role in determining one's personality.
b. It is one's experiences in life which determine what they're like.

9.a. I have often found that what is going to happen will happen.
b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10.a. In the case of the well-prepared student, there is rarely if ever such a thing as an unfair test.
b. Many times exam questions tend to be so unrelated to course work that studying is really useless.

11.a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
b. Getting a good job depends mainly on being in the right place at the right time.

12.a. The average citizen can have an influence in government decisions.
b. This world is run by the few people in power, and there is not much the little guy can do about it.

13.a. When I make plans, I am almost certain that I can make them work.
b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14.a. There are certain people who are just no good.
b. There is some good in everybody.

15.a. In my case, getting what I want has little or nothing to do with luck.
b. Many times we might just as well decide what to do by flipping a coin.

16.a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
b. Getting people to do the right thing depends upon ability, luck has little to do with it.

17.a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand nor control.
b. By taking an active part in political and social affairs the people can control world events.

18.a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
b. There really is no such thing as "luck."

19.a. One should always be willing to admit mistakes.
b. It is usually best to cover up one's mistakes.

20.a. It is hard to know whether or not a person really likes you.
b. How many friends you have depends on how nice a person you are.

21.a. In the long run, the bad things that happen to us are balanced by the good ones.
b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22.a. With enough effort, we can wipe out political corruption.
b. It is difficult for people to have much control over the things politicians do in office.

23.a. Sometimes I can't understand how teachers arrive at the grades they give.
b. There is a direct connection between how hard I study and the grades I get.

24.a. A good leader expects people to decide for themselves what they should do.
b. A good leader makes it clear to everybody what their jobs are.

25.a. Many times I feel that I have little influence over the things that happen to me.
b. It is impossible for me to believe that chance or luck plays an important role in my life.

26.a. People are lonely because they don't try to be friendly.
b. There's not much use in trying too hard to please people, if they like you, they like you.

27.a. There is too much emphasis on athletics in high school.
b. Team sports are an excellent way to build character.

28.a. What happens to me is my own doing.
b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29.a. Most of the time I can't understand why politicians behave the way they do.
b. In the long run, the people are responsible for bad government on a national as well as on a local level.

The Responsibility for Student Achievement Questionnaire

DIRECTIONS:

For each of the following questions, please give a weight or percent *to each* of the two choices according to your preferences. For example:

If most students complete a home assignment you make, is it usually

_____a. because of their personal motivation, or
_____b. because you were very clear in making the assignment?

You may feel that students complete assignments more because of personal motivation than because of your clarity in making the assignment. In that case, you might answer:

85% a.
15% b.

Or you may feel quite the opposite. The percentage will vary according to how strongly you feel about each alternative. You may see choice (b) almost totally responsible for students completing assignments and might give it 99%. Choice (a) would then get 1%. The two must always add to 100%.

1. **If a student does well in your class, would it probably be**
   _____a. because that student had the natural ability to do well, or
R+ **_____b. because of the encouragement you offered?**
2. **When your class if having trouble understanding somesomething you have tuaght, is it usually**
R- **_____a. because you did not explain it very clearly, or**
   _____b. because your students are just slow in understanding difficult concepts?
3. **When most of your students do well on a test, is it more likely to be**
   _____a. because the test was very easy, or
R+ **b. because you let them know what you expected?**
4. **When a student in your class can't remember something you said just moments before, is it usually**
R- **_____a. because you didn't stress the point strongly enough, or**
   _____b. because some students just don't pay attention?
5. **Suppose your chairman or principal says you are doing a fine job. Is that likely to happen**
R+ **_____a. because you've been successful with most of your students, or**
   _____b. because chairmen and principals say that sort of thing to motivate teachers?
6. **Suppose you are particularly successful one one class. Would it probably happen**
R+ **_____a. because you helped them overcome their learning difficulties, or**
   _____b. because these students usually do well in school?
7. **If your students learn an idea quickly, is it**
R+ **_____a. because you were successful in encouraging their learning efforst, or**
   _____b. because your students are basically intelligent?
8. **If your chairman or principal suggests you change some of your class procedures, is it more likely**
   _____a. because of his/her personal ideas about teaching methodology, or
R- **_____a. because your students haven't been doing well?**
9. **When a large percent of the students in your class are doing poorly, does it usually happen**
   _____a. because they have done poorly before and don't really try, or
R- **_____b. because you haven't had the time to give them all the help they need?**
10. **When your students seem to learn something easily, is it usually**
    _____a. because they were already interested in it, or
R+ **_____b. because you have helped them organize the concepts?**
11. **When students in your class forget something that you explained before, is it usually**
    _____a. because most students forget new concepts quickly, or
R- **_____b. because you didn't get them actively involved in learning?**
12. **When you find it hard to get a lesson across to particular students, is it**
R- **_____a. because you haven't insisted on their learning earlier lessons, or**
    _____b. because they are just slow in understanding and learning?
13. **Suppose you present a new idea to your students and most of them remember it. Is it likely to be**
R+ **_____a. because you reviewed and re-explained the difficult parts, or**
    _____b. because they were interested in it even before you explained it?
14. **When your students do poorly on a test, is it**
    _____a. because they didn't really expect to do well, or
R- **_____b. because you didn't insist they prepare adequately?**
15. **When parents commend you on your work as a teacher, is it usually**
R+ **_____a. because you have made a special effort with their child, or**
    _____b. because their child is generally a good student?
16. **If a child doesn't do well in your class, would it probably be**
    _____a. because he did not work very hard, or
R- **_____b. because you didn't provide the proper motivation for him?**
17. **Suppose you don't have as much success as usual with a particular class. Would this happen**
R- **_____a. because you didn't plan as carefully as usual, or**
    _____b. because these students just had less ability than others?
18. **If one of your students says, "Ya know, you're a pretty good teacher," is it probably**
R+ **_____a. because you make learning interesting for that student, or**
    _____b. because students generally try to get on a teacher's good side?
19. **Suppose you find that many students are eager to be in your class. Do you think this would happen**
    _____a. because most students feel you have a nice personality, or
R+ **_____b. because you encourage most of your students to learn well?**
20. **Suppose you are trying to help a student solve a particular problem but she is having great difficulty with it. Would that happen**
R- **_____a. because you may not be explaining it her level, or**
    _____b. because she is not used to being helped by adults?
21. **When you find it easy to get a lesson across to a class, is it**
R+ **_____a. because you could get most students to participate in the lesson, or**
    _____b. because the lesson was an easy one to teach?
22. **When a student in your class remembers something you talked about weeks before, is it usually**
    _____a. because some students have that potential to remember things well, or
R+ **_____b. because you made the point interesting for that student?**
23. **If you are working with a student who can't remember a concept and he suddenly gets it, is that likely to happen**
R+ **_____a. because you have him regular feedback on each learning step, or**

Continued.

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_____b. because he usually works on something until he gets it?

24. When you are having a hard time getting your students interested in a lesson, is it usually

R- _____a. because you didn't have the time to plan the presentation well, or

_____b. because your students are generally hard to motivate?

25. If one of your students says, "You're a rotten teacher!" is it probably

_____a. because many of your students have learning problems, or

R- _____b. because you haven't been able to give that student enough individual attention?

26. When your students seem interested in your lessons right from the beginning, is it

_____a. because the topic is one which students generally find interesting, or

R+_____b. because you were able to get most of the students involved?

27. If you were to discover most of the students in your class doing very well, would it probably be

_____a. because their parents were supporting the school's efforts, or

R+_____b. because you had been able to motivate them to work hard?

28. When your students seem to have difficulty learning something, is it usually

_____a. because you are not willing to really work at it, or

R- _____b. because you weren't able to make it interesting for them?

29. If a parent is critical of you as a teacher, is it likely to be

R- _____a. because you have difficulty getting that parent's child to do the work you require, or

_____b. because that parent's child is developmentally not ready to do well in your class?

30. On those days when you are depressed about teaching, is it

_____a. because learning is a difficult activity for many of your students, or

R- _____b. because you just weren't able to motivate students to work as hard as they should?

taken from: Guskey, T. E. (1981). Measure of the responsibility teachers assume for academic successes and failures in the classroom. Journal of Teacher Education, 32 (3), 44 - 51.

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MSU Student #_____

Date _____

PARAGRAPH COMPLETION METHOD

On the following pages, you will be asked to give your ideas about several topics. Try to write at least three sentences on each topic.

There are no right or wrong answers, so give your own ideas and opinions about each topic. Indicate the way you <u>really</u> feel about each topic, not the way others feel or the way you think you should feel.

You will have about 3 minutes for each page.

Please wait for the signal to go to a new page.

taken from Hunt, D.E., Butler, L.F., Noy, J.E., & Rosser, M.E. (1978). <u>Assessing conceptual level by the Paragraph Completion Method</u>. Toronto: The Ontario Institute for Studies in Education.

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1. What I think about rules. . . .

Try to write at least three sentences on this topic.

WAIT FOR SIGNAL TO TURN PAGE

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